



Venture Curriculum

- Introduction to formal curriculum.
- Short Sharp task focused.
- Careful consideration for when English and Math's timetabled.
- For students with social emotional and mental health difficulties.
- This curriculum offers a bridge between our Explorer and Navigator curriculum's.
- Students can follow a GCSE Pathway, Entry Level Pathway or both dependent on needs.
- Flexibility within the curriculum to meet social and emotional needs.

7V - Venture Curriculum – English

| Year | 2021 – 2022 Autumn 1 | 2021 – 2022 Autumn 2 | 2021 – 2022 Spring 1 | 2021 – 2022 Spring 2 | 2021 – 2022 Summer 1 | 2021 – 2022 Summer 2 |
|------|---|--|---|--|---|---|
| | <p><u>Topic: Me, Myself and 1</u></p> <p>Baseline test-writing a short piece about themselves with some prompts.</p> <p>Reading: Autobiography extracts</p> <p>Writing: planning and writing an autobiography about themselves.</p> <p>S&L: Formal presentation; talking about self.</p> <p>Creative tasks-e.g. Consider collages of their life so far.</p> <p>Write about beginning Queensbury in the Newsletter.</p> | <p><u>Topic: Magical stories</u></p> <p>Reading: short collections of magical stories. Simple comparisons</p> <p>Writing: creating / planning and writing a short magical story.</p> <p>S&L -discussing short stories</p> <p>Key Questions Can I:</p> <p>S+L--explore what makes a magical story? great film / story extracts e.g. Narnia? Spirited Away? The Witches? Skellig? -appreciate a range of magical stories and film extracts? -explore characterization?</p> | <p><u>Topic: My perfect Places!</u></p> <p>Reading: descriptions of a number of real / made up locations e.g. about my perfect school.</p> <p>Writing: planning and writing a description of their perfect school / perfect holiday (alternative)</p> <p>S&L: discussing chosen locations</p> <p>Key Questions S+L</p> <p>-where are my safe places? -where are my safe places in school? -what places do I feel unsafe in? Why? Take photographs of the school areas I</p> | <p><u>Topic: Rap, rhyme and rhythms</u></p> <p>Reading: a variety of poems e.g. Benjamin Zephaniah / rhymes</p> <p>Writing: planning and writing their own simple poems e.g. shape / acrostic poems.</p> <p>S&L: discussing poets / poems – presenting poems.</p> <p>Key Questions</p> <p>What is poetry? Is rap poetry? Who are my favourite rap artists? Do I understand at least two different forms of poetry? E.g, acrostic, shape, Haiku, Riddle, Limerick</p> | <p><u>Topic: Read All About It!</u></p> <p>Reading: news stories – First News / Newsround</p> <p>Writing: planning and writing an autobiography about themselves.</p> <p>S&L: group discussions about key newspaper articles.</p> <p>Key Questions</p> <p>Key Questions: S&L</p> <p>-What is news? -Why do we have news? What is nonfiction writing? -Can I listen to / read a simple news story (Newsround / FirstNews) and</p> | <p><u>Topic: All About Birmingham! Research based project.</u></p> <p>Reading: key facts about Birmingham.</p> <p>Writing: a brochure for Birmingham covering some main attractions in the city.</p> <p>S&L: Presenting their brochure / PowerPoint to the class individually or in small groups.</p> <p>Key Questions</p> <p>Key Questions: S&L</p> <p>-What do I like about Birmingham? Am I proud of living in Birmingham? -What is research? -Why is it important? -What is a brochure? What makes a great brochure?</p> |

**Key questions/
skills and
knowledge:**

S+L- Can I:

-sustain a longer conversation about a topic I like?
-present my ideas using the apt tone?
Show awareness of the listener and maintain their interest?

Reading- Can I:

-read a variety of autobiographical extracts showing I have understood what I have read?
-summarise a short paragraph in my own words?
-understand the difference between fiction and nonfiction?
-distinguish between statements of fact and opinion?
- retrieve, record and present information from non-fiction

Writing- Can I:

-plan and write my own short autobiography about myself?
-Choose what to include- e.g. family, primary school, key memories?
-identify the audience
- write legibly and fluently?

What makes a 'good' character or a 'bad' character in a magical story?

Reading:

Can I:

-read extracts of magical stories showing I understand what I have read?
-predict what may happen next?
-retell or role play a short story to a peer?
- participate in discussions about the stories read and listen to others?
-record and retrieve key information?
-summarise what I have read?

Writing

Can I:

-plan and storyboard my own magical story?
- consider students creating a 3D setting for their story in pairs / individually?
-use adjectives and interesting sentences?
Create mood in my writing though using the weather?
-create a superhero in my writing?
-identify the audience?
- write legibly and fluently?

feel safe and happy in? Describe why.
-what would my perfect school be like?
-how would my 'realistic' perfect school be designed? Rules? Design in 3D?
-design my perfect school (or perfect holiday as an alternative).

Reading

Can I:

- read descriptions of perfect places and identify key writing features e.g. adjectives, mood?
-make straightforward inferences from a text? (e.g. mood)
-select some words / pictures from a familiar story and explain its meaning? (lower ability).

Writing

Can I:

-plan and write a 7V brochure on 'Our Perfect School' for Mr Wilson?
-plan realistic ideas that will be seen as sensible by Mr Wilson?
-write some questions to ask teachers about their perfect school? (interview)

Have I experienced a variety of spoken word poets and written poetry?

S&L- Can I:

-discuss my ideas sensibly and maturely with my peers?
-explore issues important to me?

Reading: Can I:

-understand the main ideas some poems?
-infer meaning?
-select some words / pictures from a familiar rhyme and give it meaning?
-show curiosity about what is being read?
-ask appropriate questions about given raps / poems?
-make inferences about what a poem is about?
-make simple comparisons between poems?

Writing:

Can I:

-plan and write my own small collection of poems / raps on issues I feel strongly about e.g. bullying, animal cruelty, music etc?
-write an effective acrostic, riddle rap.
-include similes or metaphors in my writing?

recall what it is about?

-listen to others' opinions respectfully?

- discuss 7V's news- how have we settled into Queensbury? What has gone well? What have we struggled with?

Reading:

Can I:

-select some words / pictures from a familiar news story to explain its meaning?
-show curiosity about what is being read?
--make inferences about what a news story is about?
-predict what might have happened after the news event?

Writing:

Can I:

-plan a suitable News Report in pairs / individually about something happening within class 7V?
-in pairs or as a class, write up the news story for the school website or newsletter about 7V news? (see above in S&L). E.g. how have we settled in? What have we

-What makes a brochure persuasive?
-What are the key features of a brochure? E.g. headings, pictures, bullet points, website, contact numbers

Reading:

Can I:

-select key information from given brochures e.g. The Sealife Centre, Cannon Hill Park, Trampoline Parks etc.
-select prices, location, contact numbers etc.
-give ideas about which is the most effective brochure?
-identify why specific words and phrases have been used? Identify the aim of a brochure e.g. to attract visitors.
-select some key persuasive skills e.g. rhetorical questions, triplets. Facts and statistics?

Writing: Is Birmingham a top UK city?

Can I:

-research, plan and write my own brochure to advertise Birmingham or one

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|------------------------------------|--|---|--|---|--|--|
| | <p>-select apt grammar and vocabulary choices? -use some organizational features e.g headings / bullet points.</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><u>Suggested Reading</u></p> <p>Pease see above.</p> <p>A creative autobiography with pictures.</p> | <p>- inset full stops and capital letters consistently? -begin to select apt grammar and vocabulary choices?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><u>Suggested Reading</u></p> <p>Pease see above.</p> | <p>-explore a detailed plan for our brochure e.g rules, lessons, consequences, rewards, homework, trips, uniform. -explore some basic persuasive techniques to include? -explore the features of an effective brochure? e.g. headings, pictures, bullet points. -write using appropriate punctuation?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><u>Suggested Reading</u></p> <p>Pease see above.</p> | <p>-rhyme words? Can I express my opinions on a given poem? -attempt to insert punctuation in my poem?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><u>Suggested Reading</u></p> <p>Pease see above.</p> | <p>enjoyed? What are we looking forward to? What / who do we appreciate?</p> <p>-plan using, Who, What, When Where, Why? -choose appropriate adjectives for my story? -choose appropriate punctuation and paragraphs for my news story?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><u>Suggested Reading</u></p> <p>Pease see above.</p> | <p>key attraction in Birmingham? (pairs or individual). -include at least two persuasive techniques? --choose appropriate word choices for my brochure? -set out my brochure appropriately with pictures, headings and bullet points.</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><u>Suggested Reading</u></p> <p>Pease see above.</p> |
| <p>Links to Gatsby Benchmarks:</p> | <p>4- Writing careers - biographies / autobiographies</p> | <p>4- Create industries-illustrator, writer, animation.</p> | <p>4-Creating brochures / marketing</p> | <p>4- Working in creative industries.</p> | <p>4- What is a journalist?</p> | <p>4-Exploring the Tourist industry</p> |